

Remote Learning Task Force Expert Advisory Panel 2: Support to Address the Whole Child Experience

Meeting of July 21, 2020

Minutes

Attendance: Bryan, Beth, Amanda T, Amanda G, Hiroko, Maria L, Mariah, Rebecca, Sanjli, Ellen, Lindsay

Yes to minutes from 7/14: Rebecca, Beth, Ellen, Amanda T, Hiroko, Amanda G

Other business :

- Slides from last week - getting them to Amanda T. for posting
- Questions from PSB around our focus
- Maria - this committee is ahead of PSB decisions
- Overlap with other committees - not duplicating other committee's work
- Overlap vs. collaboration - Friday's mtg with other committees

PRESENTATION: Parent Facilitation and Family Engagement – Hiroko, Amanda T., Lindsay

- Reentry - Strong reactions from kids;
- Mental health risks - stress + isolation
- Parents going to need help
- K-8 + HS
- K-8: Parent facilitation has to be amplified bc they are more than ever involved in their child's learning
- Communication approaches to this
- HS: Students want flexibility + want feedback
- Early Elementary can NOT manage their stress: Depend on adults to regulate their stress + behavior
- Social Supports (adults + kids) are reduced
- Parents may be less available or less effective in buffering their children from psychological and biological stress - affects performance.
- Chronically Elevated Stress Hormones (Cortiso)I - Poor physical health; poor mental health; poor academic outcomes
- Parents are the psychological buffers but they need support too because they are being overtaxed.
- Parent focused solution :
 1. Parent-Teacher Conference - identify family dynamics and what supports each kid needs
 2. Monthly Group Meetings for PSB staff + teachers to support classroom of parents
 3. Topic specific workshops for parents (emotional regulation; getting your child to zoom by themselves)
 4. FLOW CHART FOR PARENTS : Who to contact for certain problems

Parent Facilitation before reentry. - Videos for parents + children to view before they arrive.
Road Map - Parents can help prepare their child
Scaffolding for parents how they can help prepare their children (ie: wearing a mask for 6 hrs a day)
Being flexible with time and work with what works for families
Work with a schedule given to families
Keep + Maintain expectations for both Home + School (Be Safe, Be Responsible, Be respectful)
Parents facilitation of social/ emotional supports :
Implementation Science - Implementation is hard to sustain. Any behavior system change is difficult : Auto reminder Emails; Video training modules for families; Video conferences to coach families; directions to families clear + Concise (must dos for families)

1. IMPROVE COMMUNICATION WITH FAMILIES
2. STARTING WITH PARENT - TEACHER CONFERENCES
3. PARENTS SHOULD KNOW WHO TO CONTACT when problems arise
4. TAKE PARENTS ON as partners -
5. HELP DEVELOP SCHEDULES
6. IMPLEMENTATION DONE WITH PARENTS
7. MONTHLY SUPPORT GROUPS FOR PARENTS

TEENS:

Communication with teachers + Students + parents
Similar stresses : routines/ loss of structure/ social distancing/ fear of getting ill/ loss of privacy
Behavior Problems : Late to bed+ rise schedule; unhealthy eating habits; depression + demoralization/ binge on TV/ video games
Parents to recognize the behavior problems + Teens need to learn skills

Get ready for school:

Need certainty + predictability + structure
Positive Feedback - their way of coping
PREPaRE curriculum : Comprehensive steps schools should take from prevention through recovery (from National Association of School Psychologists)

- Develop a Long Term Recovery Plan
- Assess/ Don't Assume
- Develop a Resource Map
- Provide Professional Development + Emotional Care for adults

Use Technology to help communicate with teens + Parents - they are not likely to give up technology so let's use it to aid in communication (Tik Toc vides, etc)
Benefits of Social Media - Develop social skills - connect with others / Feel less isolated / Bond with friends/ Have fun/ Be creative/ Learn about world events
Risks : Spending too much time/ Damaging online reputation

Action Plans for Grades 9-12: PSB should take a cue from BHS administration and B-PEN

Discussion :

Mariah- Norms for school + home very essential

Ellen : Liked the flow chart + concerned about the parent/ teacher conferences - stress on teacher demands

Amanda G - Liked the reset button; strong need for schedule; tech tips and hacks for helping parents + students manage school demands

Maria L - Video messaging will reduce anx - liked creativity with social media (how to do it well)

Parent perspectives - list of schedule + links

Recommendations

1. Video messaging will help parents prepare their students for re-entry. *For students returning to school buildings*, this should include visuals of classrooms with socially distant layout, teachers and students in masks, etc. to help students visualize what it will be like. *For students learning remotely part or full time*, the message should address how home-based learning will be structured and how it will be different from spring remote learning, and show how to navigate remote learning platforms.

2. Flow chart for parents of who to contact and what to do about common concerns, to be distributed at the start of the school year with instructions for what parents should do for concerns about their child that may arise during the year – e.g. school refusal, anxiety or depressive symptoms, attention difficulties, difficulty navigating learning platforms, etc. This is to avoid a time lag in getting help for students as problems arise.

3. For K-8, improved support for parents through automated reminders; video tutorials and video conferencing; and monthly meetings of each homeroom's parents with teacher and/or guidance staff. Parents need systematically increased social and logistical support.

4. For K-8, work with parents to develop and implement consistent, parallel behavioral expectations for school and home. For example, when at school, raise hand before speaking; when at home, keep background noise to a minimum during online lessons.

5. For 9-12, enhance communication with students and parents around mental health via streamlined guidance newsletters, making the PSB website on counseling and mental health easier to navigate, and harnessing social media.

Key Points

1. Young children's biological stress systems are immature, and they rely on parents and caregivers to help them regulate stress. Too much biological stress interferes with their immune system, mental health, and ability to learn. Parents who are overly stressed or unavailable have less capacity to buffer their children from biological stress.

2. Parents are key partners in student education and well being, especially for partly or fully remote learners. Families have increased stress and many social supports have been reduced.

Implementation of instruction and interventions is hard to sustain - any behavior change is difficult and can take many years to build fluency. Parents need more supports from PSB.

3. One effective strategy to support families is offering preprogrammed, automatic reminder emails or texts to provide support to the child. Another effective strategy is to offer brief video training modules or video coaching. Directions to families should be clear and concise.

4. Parents can help prepare students to adjust to changes in the school environment, and/or to hit a “reset button” on remote learning after the spring. They need support to facilitate this reentry process.

5. Improved, streamlined communication is essential for all ages. Information and resources for parents to access when concerned about student mental health exist but are hard to find, which can lead to lag time in identifying and getting help for student issues.